Making Language Accessible to ALL Readers in Grades 4-6

Background
According to NAEP assessments more than 60% of the nation’s 4th grade students are not proficient in reading.

Research Question:
How do we make language accessible to ALL readers in grades 4-6?

Purpose:
Focus on reading instruction for students in grades 4-6 with a deficit in phonological awareness and expand teachers’ knowledge about best practices

Method: Review of significant literature
- Characteristics of students with reading disabilities
  - often appear unmotivated
  - exhibit behavior issues
  - avoidance
  - Matthew Effect
- Types of deficits that are often present
  - “Simple View of Reading”
  - decoding – comprehension – both
- Types of interventions and/or instructional procedures used to remediate these deficit areas

Discussion
Best Practices for instruction/intervention:
- explicit and direct instruction
- scientifically based
- provide modeling and feedback
- provide accommodations until deficit areas are remediated

Limitations
- limited research with older students
- universal screeners and progress monitoring assess older students for reading comprehension rather than foundational skills

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<th>Article</th>
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<td>Abbott &amp; Berninger, 1999</td>
<td>Teaching word recognition</td>
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<td>Lovett, et al, 2014</td>
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<td>Diliberto, et al, 2008</td>
<td>Syllable skills instruction</td>
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<td>Vadasy &amp; Sanders, 2008</td>
<td>Quick Reads</td>
<td>119 students in Grades 4-5</td>
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<td>Fisher &amp; Frey, 2014</td>
<td>Close Reading</td>
<td>438 students in middle school grades</td>
<td>Word identification, vocabulary, comprehension</td>
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<td>Pokorni, et al.</td>
<td>Fast ForWord, Earobics, &amp; direct teacher instruction (a comparison)</td>
<td>62 students in grades 2-4</td>
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